

LEIPZIG INTERNATIONAL SCHOOL



Secondary School Assessment Policy and Criteria



SCHOOL MISSION AND VISION

Our Mission

Leipzig international School is an inclusive learning community which empowers and inspires today's learners to make meaningful impacts in tomorrow's world.

Our Vision

Learning to be a Citizen of the World.

OUR VALUES

COURAGEOUS

- ✓ We have the courage to listen, empathize, persist, follow our passions, and grow.
- ✓ We have the courage of our convictions knowing that we are members of a supportive and respectful learning community.

INCLUSIVE

- ✓ We embrace diversity by celebrating our common humanity, empowering all learners on their personal journeys of growth.

PROUD

- ✓ We recognize the unique opportunity we have as members of the LIS community and we enthusiastically embrace our responsibility to make a positive impact on ourselves, each other, and the world.

Our Shared Understanding of High-Quality Learning

At LIS, we believe that high-quality learning is an inclusive process placing students at the heart of their learning experience. Learners are guided along individualised paths fostering curiosity, independence and self-awareness, whilst developing critical thinking skills, adaptability and courage. They take ownership of their learning journey, proudly following their passions to grow and make positive impacts in our world.



For a detailed breakdown of our assessment policy, please see the Parent Assessment Handbook, available on this blog.

Assessment Policy Overview

In order to align with our mission, vision and values, as well as our strategic goals, Leipzig International School (LIS) has an assessment policy that is not only consistent and compatible with the written and taught curriculum but also *fair, inclusive, growth-oriented* and designed to engender *courage* and *independence*. Our framework for assessment is built on the following beliefs, which provide the basis for all our practices and procedures.

Assessment should be fair. To that end, it:

- Utilises a variety of assessment types and strategies;
- Is consistent and compatible with the written and taught curriculum;
- Allows access to the full range of scores;
- Uses criteria that is known by teachers and students alike;
- Represents a manageable workload for teachers and students alike;
- Separates attainment from other factors such as effort or behaviour (marks are not removed for late work, for example).

Assessment should generate formative feedback. To that end, it:

- Uses clear criteria and exemplars (of what good looks like), supporting the learning process;
- Provides opportunities for students to reflect on what they have produced, and how they have produced it;
- Generates actionable next-step feedback and provides opportunities for students to act upon the feedback;
- Provides opportunities for resubmission where appropriate.

Assessment should promote independent learning. To that end, it:

- Affords students the tools and the opportunities to peer and self-assess
- Generates expert feedback, exemplars and indicators of success to set targets for independent growth.

What is visible in the Engage gradebook, and why?

- The Engage gradebook is designed to give you a snapshot of your child's learning in each subject at semi-regular intervals through the year.
- The gradebook will display scores in 6 to 8 Common Assessment Tasks (CATs) a year per subject. Each will contain a grade and a version of the feedback that has been shared with your child, designed to offer constructive 'next steps' in your child's learning.

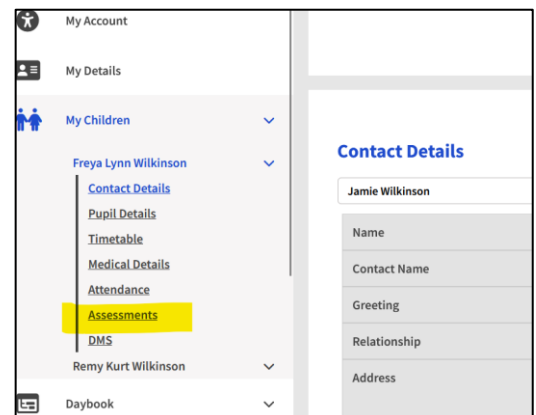


- These are, of course, not the only assessments being undertaken in class; we are regularly assessing students formatively to diagnose their level and provide feedback for learning. What students do every day in class is evidence of attainment; but these formative assessments are feedback-, rather than grade-, focused and so are not shared with parents via Engage. The learning conferences are an ideal forum to discuss this strand of classroom learning.
- Our students care greatly about their CAT scores, so we hope that sharing them via the Engage gradebook will offer lots of opportunity for supportive discussion about your child's performance on that given assessment, the importance of incorporating the feedback in the next task and appropriate learning goals for the year.

How do I access the Engage gradebook?

4-6 weeks into the academic year, your child's scores for Common Assessment Tasks will start to appear on Engage for you to access. The Engage gradebook is a live document that allows you to see your child's scores on key assessments, contextualised with written feedback that has been shared with your child already.

1. To access these scores, please click the Assessments tab on the left-hand column of your child's Engage portal, as shown here:



2. Then select the correct academic year (as last year's scores will still be available too), make sure 'All Items Checked' is showing in the various fields, and tick 'Show Class Assessment Columns', as below:

Assessments

Academic Year	<input type="text" value="2023/2024"/>	Reporting Period	<input type="text" value="All items checked"/>
Year Group	<input type="text" value="All items checked"/>	Subject	<input type="text" value="All items checked"/>
Division	<input type="text" value="All items checked"/>	Class	<input type="text" value="All items checked"/>
Column	<input type="text" value="All items checked"/>	Show Class Assessment Columns	<input checked="" type="checkbox"/> <input type="text" value="Search"/>



Here you can also select a single subject to look at in the Subject box, or see all classes with 'All Items Checked'. Just hit search and you will see assessment scores and feedback starting to appear.

3. Don't forget that as assessments build up, you may need to hit the 'Next Columns' button to access more grades and feedback:

Export To Excel

1 to 50/68 **Next 18 Columns**

position	ATL Project Reflection	CAT 5 Grade	ATL Project Reflection grade	CAT 5 Comment
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How are report grades reached?

- Final semester reports communicate a grade for both attainment and learning behaviours, with a form tutor comment providing wider context. The following is included in the report attainment grades:
 - The attainment grade represents achievement, not behaviours (which are represented in the learning behaviours grade).
 - Student performance in Common Assessment Tasks (CATs) is always considered in its appropriate context (eg. How challenging was the assessment for that stage of student learning? How significant is that skill or topic to the course as a whole? If a student was ill and absent in the build-up, then can they be expected to score well? If a student sat a test a week later than their classmates then did they have an unfair advantage? etc)
 - So, in short, *the winter and summer report grades are comprised of these shared Common Assessment Task grades that you will have seen in the Engage gradebook plus a good deal of teacher judgement, informed by class performance and the formative class tasks outlined above. That is, we don't average these CAT scores for the winter or summer report but look for the most consistent final level at the time of reporting (or the most consistent end-of-unit level in the subjects with more discrete topics). Our aim is to reward progress, rather than let a poor score or two misrepresent a student's more consistent attainment level.*



Reporting: Attainment Level Descriptors

Grade	Descriptor
	<i>At this year level the student's progress is:</i>
7	Excellent A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	Very Good A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
5	Good A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	Satisfactory A general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
2	Unsatisfactory Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .
1	Poor Minimal achievement in terms of the objectives.



Reporting: Learning Behaviour Descriptors

The report will also show a quantitative 'grade' for four learning behaviours that we believe are central to the learning process and essential to building life-long skills for learning: self-management, communication, collaboration and commitment. For each learning behaviour the report will indicate whether your child is demonstrating that behaviour consistently, frequently, occasionally or rarely in each subject.

Grade	Behaviours for Learning
Consistently...	<ul style="list-style-type: none"> •Self-manages their time, classroom behaviours, materials, and work in and out of the classroom
Frequently...	<ul style="list-style-type: none"> •Communicates responses, ideas and needs respectfully, independently and appropriately (both verbally and non-verbally) with peers and teachers
Occasionally...	<ul style="list-style-type: none"> •Collaborates with peers to further learning, reach outcomes, share perspectives and support progress in relation to the task set; shows adaptability, and awareness of self and others in their interactions
Rarely...	<ul style="list-style-type: none"> •Commits to learning, demonstrating resilience, courage and curiosity, and devoting time and effort to the tasks at hand to work through problems and overcome challenges

